

Essentials in Writing, Level 7

Alternative Instructional Strategies

Thank you for choosing Essentials in Writing. The strategies in this document are intended to assist students who may struggle with one or more writing activities throughout the curriculum. The instructor may selectively implement the strategies that best support the student. The accommodations and curriculum modifications suggested are offered as strategies to help your student focus on the goal that is set for each day's lesson without becoming overwhelmed by other obstacles.

This is a supportive document meant to be used along with the Essentials in Writing Level 7 Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

- Read directions to your student. Also, feel free to read the content of each lesson to your student.
- Let your child dictate to you. The important part is getting his/her thoughts written down.
- If writing on paper is difficult, try a whiteboard.
- If your child struggles with the number of items on the page, reduce the number. You can finish in another sitting if more practice is needed.
- Rewatch Mr. Stephens's videos for review at any time.
- Don't worry about the mechanics of writing (spelling, punctuation, word choice) during the draft stage of the composition. Let the focus be helping the student get his thoughts onto paper. Writing conventions can be addressed during the editing process.
- Allow students to complete their work on notebook paper, rather than in the textbook, if the student needs more writing space.

The Writer's Notebook

All writing students, but especially those who are reluctant or struggle with composition, will find that a Writer's Notebook may be one of the most helpful tools they have at their disposal. Throughout this document, you will find suggestions to help your student build his/her own writer's notebook.

Begin a Writer's Notebook.

- Create word banks for adjectives, adverbs, action verbs, etc.
- Occasionally do quick writes to generate topics of interest to the student. This will help supply a writing topic later, if the student needs inspiration. For example, set a timer for 3 minutes, and ask the student to write down as many activities he/she enjoys doing or list historical events they would like to know more about or find interesting.

- During the revision stage of writing, the student should get out his/her Writer's Notebook. The lists of words compiled there, as well as information such as how to properly construct and punctuate sentences, will be very helpful as the student works to strengthen his/her compositions.
- Add to it as you complete vocabulary building activities (i.e. tear out the DANGEROUS WORDS AHEAD pages and add them to youKeep your Writer's Notebook to use with the next level of EIW!r notebook).
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General Curriculum Recommendations

Writing assignments may be typed, handwritten, or even dictated to a scribe. If necessary, students may dictate using speech-to-text software. If speech-to-text is used, we advise that students are instructed to always proof their writing prior to submitting work.

Extra Practice Writing Prompts

Additional writing prompts are included at the end of each writing lesson and may be skipped or used as additional practice. If the student has struggled to complete the original composition for an assignment, the instructor may choose to use either the extra practice prompt or the prompt provided in the *Assessment/Resource Booklet* to guide the student through the writing process again. The lesson videos and step-by-step lessons should be viewed and followed just as they were with the original composition.

About Writing Prompts

Earlier we discussed keeping a Writer's Notebook, in which students occasionally brainstorm or spend time creating lists of words/ideas (i.e. for the next 3 minutes, list activities you like to do, or list 5 people - living or deceased - with whom you would like to spend a day). If your student cannot relate to a prompt provided in the paragraph compositions section of EIW, you may allow the student to choose a topic from his or her own writing list. It is also appropriate for the instructor to provide an alternative writing prompt. Look online for examples of ways to generate writing topics for the Writer's Notebook. Make sure that the new prompt supports the writing goals (i.e. persuasive, compare/contrast, expository, etc.). After the student has completed the final draft of the paragraph, have him/her use the proofreader's checklist to proofread his/her own work. The instructor may adjust the level of assistance to the student's needs.

Allow the student a chance to correct his/her own work so that the final submitted piece is his/her best work.

Grading Student Compositions

A complete explanation of the Essentials in Writing scoring system is included in the Teacher's Handbook on page 4. Included in this document are suggestions for alternative evaluation strategies:

- Student compositions can be graded in the traditional manner, based upon the final submission.
- Alternatively, instructors may choose to treat written submissions as part of the continued learning process by evaluating/correcting the student's submission, perhaps having a conversation with the student about the strengths and weaknesses noted in the submission, and then allowing the student to correct and resubmit the work for a final grade/evaluation.
- An optional grading strategy is to measure a student's performance relative to his or her past performance. In other words, evaluate student work based upon the student's improvement rather than how completely he or she demonstrated mastery on the complete list of assignment criteria.

Essentials in Writing maintains a team of educators who are ready to answer any questions you may have about the curriculum or instructional practices. We offer this service, free of charge, to all customers. Contact Customer Service with the link below:

<https://essentialsinwriting.com/contact-us/>

Assessment/Resource Booklet

You will see additional resources listed in this document that are available in the *Assessment/Resource Booklet (ARB)*. These resources appear in italics. The *ARB* consists of 15 grammar assessments in a variety of formats (fill in the blank and multiple choice associated with both sentences and larger compositions), five composition assessments, and two comprehensive unit tests.

The assessments and tests can be used to evaluate a student's current level of understanding. Alternatively, they provide additional skills practice, supplemental writing prompts, and are helpful in identifying gaps in skills.

Additional resources available in the *ARB* include parent/student full-color word lists to assist with compositions, and blank graphic organizers for paragraphs, letters, and essays that may be copied for student use throughout the school year.

The *Assessment/Resource Booklet* is available for purchase on the Essentials in Writing website:

<https://essentialsinwriting.com/level-7-2/>

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Alternative Instructional Strategies

Additional graphic organizers and paragraph planners can be found at the back of the student text.

UNIT ONE: GRAMMAR	
Lesson 1 Introduction to Writing	<ul style="list-style-type: none">● The goal of this lesson is to obtain a beginning writing sample. It will be saved to compare with the final writing activity.● Encourage any effort, no matter how small.● Praise the students' efforts and comment on the student's strengths, even if that is only their attempt to write.● Use a different prompt (topic idea) if necessary.● Consider using the same prompt for the end-of-year writing sample.
TOOLS FOR EFFECTIVE COMMUNICATION	
Apply Parts of Speech	
Lesson 2 Adjectives in Action	<ul style="list-style-type: none">● Day 1: Highlight the nouns the student is to describe using adjectives.● Day 2: Add page 7, "DANGEROUS WORDS AHEAD," to the Writer's Notebook.● If needed, read sentences aloud to student.● Day 3: Add "DANGEROUS WORDS AHEAD" page to the student's Writing Notebook.● <i>ARB: Poster "Avoid Boring and Vague Adjectives"</i>● Highlight the adjectives you want the student to consider revising.● Day 4: If the student has difficulty identifying the adjectives within the paragraph, the instructor may highlight the adjectives and ask the student to replace them with more descriptive adjectives.● Optional: Supply the student with a "word bank" of descriptive adjectives.● You may skip the paragraph writing activity if the student is not prepared to write a paragraph at this point.● Consider having the student write several sentences, even if a formal, structured paragraph is not to be written.
Lesson 3 Action Verbs in Action	<ul style="list-style-type: none">● Day 1: Add pages 16 & 21, "DANGEROUS WORDS AHEAD," to the Writer's Notebook.● Highlight the nouns you want the student to consider.● If needed, read the sentences aloud to student.● If the student struggles with copying from the back of the page, allow the student to complete the assignment on notebook paper.

	<ul style="list-style-type: none"> ● Consider highlighting the sentences to be used in this assignment. ● Supply an “Action Verb Word Bank,” if needed. ● Day 4: If the student has difficulty identifying the action verbs within the paragraph, the instructor may highlight the action verbs and ask the student to replace them with more expressive verbs. ● Writing Activity: Student may write sentences without the cohesion of formal paragraph format. ● It is always ok to change the writing prompt, as long as the new prompt meets the requirements of the assignment (persuasive, compare/contrast, expository, etc.). ● <i>ARB: Posters “Avoid Boring and Vague Verbs” and “Instead of ‘Said’” options</i>
<p>Lesson 4 Adverbs in Action</p>	<ul style="list-style-type: none"> ● Day 1: Highlight the words you want the student to modify with adverbs within the sentences. ● Many (but not all) adverbs end in the suffix -ly. ● For the 2nd assignment, you may need to identify the verb/adverb pairs. Explain to the student that they are to replace the pair with one strong verb. ● Create an “Adverb Word Bank.” ● Day 2: If your student struggles to determine whether adverbs are necessary or not, read the sentences aloud and discuss it with the student rather than assigning the work as an independent study. ● You may want the student to pull out the word banks (if developed previously) to provide examples of action verbs and adjectives. This may help them decide if an adverb is the best choice in a sentence, or if an action verb or adjective would better express the writer’s meaning. ● Day 3: Consider highlighting the words you want the student to modify with adverbs. ● For the 2nd assignment: If you choose to have the student complete the writing activity, you may choose to change the prompt to a topic of more interest or more relevant to your student. This is where the Writer’s Notebook comes in handy.
<p>Lesson 5 Prepositional Phrases in Action</p>	<ul style="list-style-type: none"> ● Day 1: Provide a list of common prepositions and have the student add it to the Writer’s Notebook. ● Day 2: Highlight the preposition, and ask the student to draw an arrow to the object (noun or pronoun) it modifies. ● Activity 2: If the student cannot decide which answer is correct, ask him/her to read the sentence aloud (or read it to the student) using each word to help him/her determine where the phrase sounds more correct. ● Day 3: Allow the student to use a “Prepositions Word Bank,” or highlight the words (in the completed composition) you want the student to modify with prepositional phrases. ● Day 3: Writing Activity is optional. Consider the student’s current abilities and adjust accordingly. ● Optional: Have the student write 5-10 sentences using good prepositional phrases.
<p>Lesson 6 Gerunds in Action</p>	<ul style="list-style-type: none"> ● Day 1: Have students use this rule: If you can insert the phrase - “the act of _____” - before the word ending in -ing, you have a gerund. ● Day 2: You may highlight the word to be changed to a gerund.

Lesson 7 Vivid Language	<ul style="list-style-type: none"> ● Day 1: Highlight words you want the student to replace. ● Day 1: Student may use a Thesaurus book or the Thesaurus provided on their computer. ● Day 2: Allow the student to use their adjective and adverb word banks. ● Day 2 Writing Activity: Use the graphic organizer presented on page 140 to plan the draft, if the student needs help with paragraph structure. ● If the student is unable to draft a paragraph at this point, encourage him/her to use their writing plan (graphic organizer) to write sentences to describe the character they have chosen. ● Day 3: Have the student highlight all of the vivid descriptive words and phrases in the paragraph they have written about the Aussie. ● After composing their own paragraph or sentences, ask the student to go back in and “sprinkle” some more vivid language in to bring their own writing to life. ● Add page 51, “DANGEROUS WORDS AHEAD,” to the Writer’s Notebook.
Apply Sentence Structure	
Lesson 8 Independent and Dependent Clauses	<ul style="list-style-type: none"> ● Day 1: While learning about independent and dependent clauses, have the student identify and mark (underline, label, etc.) the subject, verb (predicate), and subordinate (dependent clauses only). This will help them identify complete sentences and assist them as they learn to write complex and compound sentences. ● Review: Subject = Noun; Predicate = Verb; This can be reviewed in a discussion with the student. ● It may help the student to think of the subject as the “who” of the sentence, and the verb/predicate as the “does/did what” of the sentence. ● A quick mnemonic device that can help students memorize the coordinating conjunctions is to memorize them in the order of their beginning letters and call them the FANBOYS (for, and, nor, but, or, yet, so).
Lesson 9 Simple and Compound Sentences	<ul style="list-style-type: none"> ● Day 1: Make a word list of the coordinating conjunctions and add it to the Writer’s Notebook. ● Consider using color (highlighter or underline in colors) to identify the subject and predicate of each sentence to help differentiate between simple and compound sentences.
Lesson 10 Compound Sentences and Avoiding Sentence Errors	<ul style="list-style-type: none"> ● Allow students to use their coordinating conjunctions list for the assignments in Lesson 10. ● Review rules for punctuating compound sentences.
Lesson 11 Complex Sentences	<ul style="list-style-type: none"> ● Allow the student to use the list of subordinators for the assignments in Lesson 11. ● Add the rules for punctuating complex sentences to the Writer’s Notebook. ● Continue to allow student to access the list of coordinating conjunctions, subordinators, and rules for correctly punctuating compound and complex sentences from their Writer’s Notebook.

Lesson 12 Complex Sentences and Avoiding Sentence Errors	<ul style="list-style-type: none"> ● Fragments Paragraph: Allow the student to correct/combine sentences by “marking up” the paragraph prior to writing it out.
Lesson 13 Varied Sentences in a Composition	<ul style="list-style-type: none"> ● Day 1: Prior to beginning Lesson 13, review compound and complex sentence structure with the student. ● Provide the student with a “cheat sheet” similar to this: Compound Sentence: comma between the IC and conjunction IC , conjunction IC. Complex Sentence: comma only if the DC comes first IC DC or DC, IC
Lesson 14 Using Appositives	<ul style="list-style-type: none"> ● Create a short story (paragraph) which uses no appositives, but restates the name of the subject throughout. Ask the student to combine sentences or reduce the amount of repetition by using appositives to rewrite the short story. ● As students read the text, have them identify examples of appositives by highlighting or drawing arrows to nouns or noun phrases the appositive represents.
Lesson 15 Using Transitions	<ul style="list-style-type: none"> ● Add the list of common transitions words and phrases (page 93) to the student’s Writer’s Notebook.
Common Problems	
Lesson 16 Pronouns and Antecedents	<ul style="list-style-type: none"> ● Provide the student with a list of common pronouns. ● Have student identify which noun each pronoun is replacing by drawing an arrow back to the antecedent.
Lesson 17 Subject/Verb Agreement	<ul style="list-style-type: none"> ● It may be helpful during these activities to have the student read sentences aloud to help them “hear” the correct subject/verb agreement.
Lesson 18 Don’t/Doesn’t Problem	<ul style="list-style-type: none"> ● Point out the ‘Exception to the Rule’ mentioned on page 110 in the “Do You Know” box.
Lesson 19 Homophones	<ul style="list-style-type: none"> ● Add page 114, “Common Homophones,” to the Writer’s Notebook. ● Have the student look up other commonly occurring homophones and add them to their list in the Writer’s Notebook. ● Allow the student to correct the homophone errors within the paragraph provided, instead of rewriting

	the entire paragraph.
Lesson 20 Unclear Subject Problem	<ul style="list-style-type: none"> ● Make sure the student understands he can rearrange or reword the sentence as needed, as long as the message remains the same. ● Allow the student to correct the unclear subject errors within the paragraph provided using a pen or pencil instead of rewriting the entire paragraph to limit the amount of writing required for paragraph assignments.
Lesson 21 Paraphrasing	<ul style="list-style-type: none"> ● Help the student highlight or underline words that are important to include in the paraphrase work, prior to writing. ● Instructor may choose to highlight the words or phrases the student cannot use. ● Provide word lists to be used for the assignments or choose words for the student to look up in a Thesaurus that would work well in paraphrasing.
Lesson 22 Writing a Summary	<ul style="list-style-type: none"> ● Help the student underline or highlight important words/phrases that should be included in the summary. ● Add page 128, "Guidelines for Summarizing," to the Writer's Notebook.
UNIT TWO: COMPOSITION	
Lesson 23 The Writing Process	<ul style="list-style-type: none"> ● Copy or remove pages 134 and the completed page 135, "The Writing Process," and add them to the Writer's Notebook.
Paragraphs	
Lesson 24 Paragraph Overview	<ul style="list-style-type: none"> ● It may be necessary to provide the student with additional prompts to gain extra practice with topic/opening sentences and closing sentences.
Expository Paragraph	
Lesson 25 Brainstorm	<ul style="list-style-type: none"> ● Brainstorm - Join the student in the brainstorming activity to help generate multiple ideas. ● A variety of graphic organizers for brainstorming can be found online that help organization for visual learners.
Lesson 26 Organize and Draft	<ul style="list-style-type: none"> ● Organize - The graphic organizer will be used throughout the EIW curriculum. Students should use the organizer on page 140 for the paragraph plan. ● While completing the paragraph plan, it may help students to consider the details as "Why?" and the examples as "How?" ● Draft may be completed on the computer or by using speech-to-text software. ● Use colored ink to organize writing:

	<p>Red = OS/CS Blue = Details Green = Examples/Explanations</p>
<p>Lesson 27 Revise and Final Draft</p>	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to beginning the revision process. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can “hear” their own work. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow the student to use computer editing software if composition has been typed. ● Allow the student to compare final work to the checklist on page 138, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional.
<p>Persuasive Paragraph</p>	
<p>Lesson 28 Brainstorm</p>	<ul style="list-style-type: none"> ● Brainstorm - Join the student in the brainstorm activity to help generate multiple ideas. ● The prompt may be changed to one of more interest to the student. ● Discuss persuasive techniques with student. Look up online, television, or printed ads, then have the student identify the persuasive strategies used in consumer advertising.
<p>Lesson 29 Organize and Draft</p>	<ul style="list-style-type: none"> ● Help the student brainstorm words and phrases that are “persuasive” in nature. Make a list and add it to the Writer’s Notebook. ● Organize - Continue using the EIW Paragraph Graphic Organizer for all paragraphs. ● Draft - Limiting their ideas can be difficult for some students. Encourage them to choose 2 reasons that will be easy to justify or that they feel will convince the reader to agree with their viewpoint. ● The student may complete the draft using speech-to-text software, on a computer, or dictate to a scribe, if necessary. ● Supply a list or discuss with the student of words and phrases that “persuade.” ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
<p>Lesson 30 Revise and Final Draft</p>	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to beginning the revision process. ● Read paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist

	<p>with word choice revision.</p> <ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Refer to word lists in the Writer’s Notebook to assist with word choice and sentence structure. ● Have the student underline or highlight words and phrases meant to “persuade.” If more persuasive language is needed, help the student decide how to improve the persuasive piece. ● Allow the student to compare final work to the checklists on pages 152 & 153, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice is optional.
Descriptive Paragraph	
Lesson 31 Brainstorm	<ul style="list-style-type: none"> ● The prompt may be changed to one of more interest to the student. ● Brainstorm - Join the student as they complete the brainstorm activity to help generate multiple ideas. ● Organize - Refer to the Writer’s Notebook for a list of adjectives and vivid language.
Lesson 32 Organize and Draft	<ul style="list-style-type: none"> ● Help the student brainstorm to come up with as many words or phrases as they can to describe the topic, then narrow them down to the best 2-4 to use in the paragraph. ● As the student is planning the draft, remind him/her to consider the 5 senses. ● Draft may be completed on the computer or by using speech-to-text software. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations ● Have the student point out any words/phrases from their composition that appeal to the 5 senses.
Lesson 33 Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Instructor may highlight sentences for the student to edit. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. This helps with word choice and sentence structure revisions. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow the student to use computer editing software if composition has been typed. ● Allow the student to compare final work to checklists on pages 160 & 161, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● Extra practice is optional.
Compare Paragraph	
Lesson 34	<ul style="list-style-type: none"> ● The prompt may be changed to one more relevant to the student.

Brainstorm	<ul style="list-style-type: none"> ● Provide student with subjects to use to practice comparing and contrasting items. ● Provide extra practice with comparing and contrasting prior to drafting this composition using Venn Diagrams. ● Compare = How things are alike ● Contrast = How things are different ● Explain to the student that what they are comparing must be a similar trait (i.e. if comparing an apple and an orange - “both are fruits, we generally eat the skin of the apple, but peel the orange prior to eating” is ok. Not - “We eat the peel of the apple, and the orange is grown in tropical climates”).
Lesson 35 Organize and Draft	<ul style="list-style-type: none"> ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Copy or remove page 165, “Comparison Writing Tip,” from the text and add it to the Writer’s Notebook. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 36 Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Refer to the Writer’s Notebook for help with word choice and sentence structure. ● Read paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. ● As the student reviews his/her writing, have them use colored pen or marker to underline or highlight similarities to ensure they have included details effectively. ● Instructor may highlight sentences for the student to edit. ● Allow the student to compare final work to the checklists on pages 168 & 169, prior to submitting.
Contrast Paragraph	
Lesson 37 Brainstorm, Organize, and Draft	<ul style="list-style-type: none"> ● The prompt may be changed to one more relevant to the student. ● Provide extra practice with comparing and contrasting prior to drafting this composition using Venn Diagrams. ● Compare = How things are alike ● Contrast = How things are different ● Explain to the student that what they are contrasting must be a similar trait (i.e. if contrasting an apple and an orange, what is different? Color, texture, use in baking, etc.). ● Student may use a graphic organizer to help with organizing ideas during the brainstorming activity. ● Draft may be completed on the computer or by using speech-to-text software.

	<ul style="list-style-type: none"> ● Copy or remove page 173, “Contrast Writing Tip,” from the text and add it to the Writer’s Notebook. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 38 Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Refer to the Writer’s Notebook for help with word choice and sentence structure. ● Read paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. ● Instructor may highlight sentences for the student to edit. ● Have the student highlight phrases that contrast to ensure the prompt has been addressed appropriately. ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Allow the student to compare final work to the checklists on pages 176 & 177, prior to submitting. ● Extra Practice is optional.
Personal Narrative	
Lesson 39 Personal Narrative	<ul style="list-style-type: none"> ● Review lists of descriptive words from Writer’s Notebook prior to drafting. ● Add notes that define first-person point of view and third-person point of view to the Writer’s Notebook (page 179).
Lesson 40 Mechanics of Dialogue	<ul style="list-style-type: none"> ● Add “rules to follow when writing dialogue” chart, page 180, to the Writer’s Notebook. ● To help students tell the difference between a direct quote and simply reporting what was said, remind them that only the words that came out of a person’s mouth go inside the quotation marks. For example: My mom said, “Go do the dishes, please.” vs. My mom said to go do the dishes. ● Have the student read each passage to be corrected and highlight “the words that came out of a character’s mouth.” This may help them to identify and correctly punctuate dialogue.
Lesson 41 Brainstorm	<ul style="list-style-type: none"> ● It may be difficult for a student to express an embarrassing or awkward moment in writing. It can help to have them tell the story orally as part of the brainstorming activity. ● Complete the brainstorm together to help generate multiple ideas.
Lesson 42 Organize	<ul style="list-style-type: none"> ● Allow the student to dictate the events - in chronological order - to a scribe.
Lesson 43 Hook and Draft	<ul style="list-style-type: none"> ● Copy or remove page 188, “hook” samples, and add it to the Writer’s Notebook. ● Provide the transition words/phrases you want the student to use in the draft.

	<ul style="list-style-type: none"> ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 44 Revise Word Choice	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Read the story aloud to the student, or have him/her read it aloud and record and listen to it, to assist with word choice revision. ● Student may refer to the Writer's Notebook for examples of strong verbs and adjectives to use in the story.
Lesson 45 Revise Sentence Structure	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Student may refer back to the Writer's Notebook for a review of different sentence structures and how to correctly punctuate each.
Lesson 46 Add Dialogue	<ul style="list-style-type: none"> ● Allow the student to read the story draft aloud, or read it to the student. ● As the story is being read, stop and highlight passages that could be replaced or improved with a direct quote. ● Refer to the Writer's Notebook for a review of the rules for writing and punctuating dialogue.
Lesson 47 Final Draft	<ul style="list-style-type: none"> ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Allow the student to compare final work to the checklists on pages 193 & 194, prior to submitting. ● Extra Practice is optional.
Persuasive Business Letter	
Lesson 48 Audience, Purpose, and Format	<ul style="list-style-type: none"> ● Copy or remove page 197, "Parts of a Business Letter," and place it in the Writer's Notebook.
Lesson 49 Brainstorm	<ul style="list-style-type: none"> ● Student may need help choosing a topic. ● Discuss persuasive techniques with the student. ● Refer to TV commercials or online/printed advertisements and talk with the student about techniques advertisers use to persuade consumers.
Lesson 50 Organize	<ul style="list-style-type: none"> ● Review the student's topic to ensure they address the controversy to be discussed in the letter. ● Check planned audience, purpose, thesis, and reasons prior to drafting.

Lesson 51 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Consider having the student plan a letter that can actually be mailed to a business or person to add relevance to the assignment. ● Student may want to write on notebook paper to allow more space for drafting. ● Draft may be completed on the computer or by using speech-to-text software. ● Remind the student that the “language” one uses in a professional letter such as this may be very different from our day-to-day vocabulary. Look up examples of business letters online for the student to read prior to drafting their own.
Lesson 52 Draft Body Paragraphs	<ul style="list-style-type: none"> ● Draft may be completed on the computer or by using speech-to-text software. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 53 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● If needed, help the student develop a sentence to restate their viewpoint. ● If student thinks of new information they would like to include, they should add it to the body paragraphs of their letter rather than the closing paragraph.
Lesson 54 Revise for Word Choice	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Refer to the Writer’s Notebook for help with word choice. ● Read the letter aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. ● Allow students to use computer editing software and Thesaurus if draft has been typed. ● Have the student highlight each word/phrase meant to be persuasive and adjust word choice as needed.
Lesson 55 Revise Sentence Structure	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Refer to the Writer’s Notebook for assistance with sentence structure.
Lesson 56 Final Draft	<ul style="list-style-type: none"> ● Allow the student to compare final work to the checklists on pages 207-209, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Extra Practice is optional.
Expository Essay	
Lesson 57 Expository Essay	<ul style="list-style-type: none"> ● Expository writing explains, describes, or informs. ● If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: Red = OS/CS Blue = Details

	<p>Green = Examples/Explanations</p> <ul style="list-style-type: none"> ● Continue to use graphic organizers (paragraph plans) throughout the composition section.
Lesson 58 Brainstorm and Organize	<ul style="list-style-type: none"> ● As the student enters information to organize paragraphs (page 213), use the paragraph plan structure used in the paragraph lessons. ● Continue to use the paragraph organizers as the student writes essays and other longer compositions.
Lesson 59 Organize and Draft Body Paragraph #1	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Copy or remove the list of common transitions and add them to the Writer's Notebook (bottom of page 217).
Lesson 60 Organize and Draft Body Paragraph #2	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or using speech-to-text software. ● Allow Students to dictate to a scribe, if necessary. ● Refer to the transitions listed at the bottom of page 217.
Lesson 61 Organize and Draft Body Paragraph #3	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Refer to the transitions listed at the bottom of page 219.
Lesson 62 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Have the student read his/her body paragraphs again, prior to planning/drafting the opening paragraph. ● Assist the student with establishing a strong "hook," if needed.
Lesson 63 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● Have the student read the opening and body paragraphs, prior to beginning the closing paragraph. ● If needed, help the student develop a sentence to restate the thesis. ● Ask the student to compare the closing sentence to the opening sentence to make sure they are somewhat related to each other. Does the CS restate or is it a logical conclusion based on the information provided in the paragraph? ● Remind the student to NOT include new information in the closing paragraph. All main ideas and explanations should be included in the body paragraphs.
Lesson 64 Revise Word Choice	<ul style="list-style-type: none"> ● Read the draft aloud to the student, or have him/her read it aloud or record it, in order to listen to their composition and assist with word choice revision. ● Allow students to use a computer Thesaurus if draft has been typed. ● It is appropriate for students to add/change information during the revision step.
Lesson 65	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit.

Revise Sentence Structure	<ul style="list-style-type: none"> ● Refer to the Writer’s Notebook for assistance with sentence structure.
Lesson 66 Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to composing the final draft. ● Read the draft aloud to the student so that the student can hear their own work. ● Allow the student to compare final work to the checklists on pages 225 & 226, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Extra Practice is optional.
Descriptive Personal Letter	
Lesson 67 Descriptive Personal Letter	<ul style="list-style-type: none"> ● Copy or remove page 229, “Parts of a Personal Letter,” and add it to the Writer’s Notebook. ● Help the student generate a list of sensory words that relate to the topic they will be addressing in their letter. ● For practice, draft a personal letter, then cut it apart so that each piece of paper has one part of the letter on it (heading, date, greeting, body, closing, signature). Have the student put the pieces together like a puzzle to properly organize the personal letter.
Lesson 68 Brainstorm	<ul style="list-style-type: none"> ● Suggest to the student that they write this letter to a friend or family member and plan to mail the letter to them to add relevance to the assignment. ● Refer to the Writer’s Notebook to review the list of descriptive words. ● Consider a trip to a park, store, church, the woods, etc. While there, isolate each sense and have the student record on paper what he/she sees, hears, smells, feels, and tastes.
Lesson 69 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Student may want to write on notebook paper to allow more space for drafting. ● Use a Thesaurus to help you use strong descriptive language and to refrain from overusing a word. ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 70 Organize Body Paragraph	<ul style="list-style-type: none"> ● The graphic organizer has space for 6 details, but fewer details are acceptable.
Lesson 71 Draft Body Paragraph	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● If the student is struggling to add transitions, provide him/her with 2 or 3 to be used in this essay. ● Use colored ink to organize writing: Red = OS/CS

	<p>Blue = Details Green = Examples/Explanations</p>
Lesson 72 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● Remind the student to NOT include new information in the closing paragraph. All main ideas and explanations should be included in the body paragraphs. ● Reminder: Only the first word in a multiple-word closings is capitalized (i.e. Sincerely, or Yours truly,).
Lesson 73 Revise Word Choice	<ul style="list-style-type: none"> ● Read the letter aloud to the student, or have him/her read it aloud or listen to a recording of it, to assist with word choice revision. ● Highlight for the student words/phrases that should be made more descriptive. ● Allow students to use a computer Thesaurus if draft has been typed. ● Consider highlighting words or phrases that would lend themselves to more descriptive language.
Lesson 74 Revise Sentence Structure	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Refer to the Writer's Notebook for assistance with sentence structure.
Lesson 75 Final Draft	<ul style="list-style-type: none"> ● Allow the student to compare final work to the checklists on pages 239 & 240, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Assist the student in their efforts to properly address and mail the final letter. ● Extra Practice is optional.
Research Project	
Lesson 76 Process	<ul style="list-style-type: none"> ● Copy or remove page 242, "Research Project Process," and place it in the Writer's Notebook.
Lesson 77 Brainstorming	<ul style="list-style-type: none"> ● If the student cannot find enough information about the species they choose, consider broadening the topic. For example, instead of writing about one particularly rare African beetle, research African beetles, and include three different beetles, with the one of particular interest being part of the three chosen for the research project.
Lesson 78 Research Questions	<ul style="list-style-type: none"> ● Allow the student to look online for a list of research questions.
Lesson 79 Quality Sources	<ul style="list-style-type: none"> ● Do not allow students to use Wikipedia as a source, as the information cannot be validated. ● Limit the number and type of resources the student is required to use. One book or magazine and one internet website (possibly adding a 3rd teacher's preference) is a good option that will allow students to learn how to cite a variety of sources. ● <i>ARB: Poster "How do I Evaluate Online Sources?"</i>

Lesson 80 Source Cards	<ul style="list-style-type: none"> ● Copy or tear out page 247 and add it to the Writer’s Notebook. ● The student may need more source cards than are available in the back of their textbook. Standard notecards can be used. ● Use color to indicate cards of different topics. Simply draw a colored line at the top of all cards of a similar topic. This will help the student visually organize information.
Lesson 81 Notecards	<ul style="list-style-type: none"> ● Review rules regarding plagiarism and remind students how to correctly paraphrase. Look back to earlier lessons if more support is needed to help with paraphrasing.
Lesson 82 Research	<ul style="list-style-type: none"> ● Consider making copies of the sources the student locates so that they can mark right on the page. ● Alternatively, save electronic resources to the computer and teach the student to use highlighting from their computer (Google Docs or Word). ● Demonstrate to the student how to highlight only small bits of important information as they read. ● Students may need a dedicated tabletop or space to use in order to keep their notecards and copies of sources organized during this process.
Lesson 83 Organize Notecards and Thesis Statement	<ul style="list-style-type: none"> ● If the student has more than one topic on a card, they should transfer the information related to different topic(s) to another card.
Lesson 84 Draft Body Paragraphs	<ul style="list-style-type: none"> ● Use the same graphic organizer used during the writing of paragraphs to plan the body paragraphs. ● Draft may be done on the computer. Provide the student with a Paragraph Planner: <ul style="list-style-type: none"> OPENING SENTENCE: DETAIL: EXAMPLE: DETAIL: EXAMPLE: DETAIL: EXAMPLE: CLOSING SENTENCE: ● The EIW process does not use the formal outline, but you may introduce the outline if it is your preferred method of organizing the draft. ● Review summarizing skills prior to drafting. ● Have the student verbally “tell” you their information prior to attempting to draft each paragraph. ● It is ok if the student’s draft or plan is more “simple” than the example provided. Consider the student’s instructional level. ● It may help the student to have them read their notecards aloud before they begin to draft. ● The focus should be on <i>organizing</i> information rather than length or breadth of information included. ● If helpful, continue to use colored ink to organize writing:

	<p>Red = OS/CS Blue = Details Green = Examples/Explanations</p>
Lesson 85 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Drafting may be completed on the computer. ● It may help the student to have them read their body paragraphs again before they begin to draft the opening paragraph. ● Keep the focus on organizing information rather than length or breadth of information presented.
Lesson 86 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● Drafting may be completed on the computer. ● Have the student read over the opening paragraph and body paragraphs, prior to drafting the closing paragraph.
Lesson 87 Revise Word Choice	<ul style="list-style-type: none"> ● Use word lists and other resources from the Writer’s Notebook to assist with word choice and sentence structure. ● Read the essay aloud to the student, or have them read it aloud to you, to assist with word choice revision. ● Highlight words that you would like the student to replace. Have them access the Thesaurus on the computer or use a hard copy of a Thesaurus. ● At this point, students may add, delete, and change information presented in their paper. ● Allow students to use a computer Thesaurus if draft has been typed.
Lesson 88 Revise Sentence Structure	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Refer to the Writer’s Notebook for assistance with sentence structure and proper punctuation.
Lesson 89 Final Draft	<ul style="list-style-type: none"> ● Allow the student to compare final work to the checklists on pages 260 & 261, prior to submitting. ● Allow the student to use computer editing software if composition has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● If opting for the presentation board, allow original student artwork.
Lesson 90 Bibliography	<ul style="list-style-type: none"> ● If the student uses easybib.com or another sourcing site, have them look at the entry to observe the type of information that is provided, in order to give the author or publisher credit for the publication.
Final Lesson Comparing Compositions	<ul style="list-style-type: none"> ● Compare the student’s final writing to the sample they provided at the beginning of Level 7 instruction. The student will learn from completing the Final Lesson Reflection Exercise on page 246, even if they “miss the mark” in some areas. Use this as a tool to discuss future writing goals.